Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.

I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.

Understand and add the suffixes -ation, -ous.

I can understand and add the suffixes -ation, -ous.

Add endings which sound like ‘shun’ spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.

I can add endings which sound like ‘shun’ spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.

Spell words ending with the ‘g’ sound spelt ‘gue’ and the ‘k’ sound spelt -que e.g. rogue, tongue, antique, unique.

I can spell words ending with the ‘g’ sound spelt ‘gue’ and the ‘k’ sound spelt -que e.g. rogue, tongue, antique, unique.

Spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who’s.

I can spell words which sound the same but have different meanings such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who’s.

Spell more complex words that are often misspelt with reference to English Appendix 1.

I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.

Spell words with the ‘s’ sound spelt ‘sc’ e.g. science, scene.

I can spell words with the ‘s’ sound spelt ‘sc’ e.g. science, scene.

Place the possessive apostrophe accurately in words with regular plurals e.g. girls’, boys’ and in words with irregular plurals e.g. children’s.

I can use the possessive apostrophe correctly in words with regular plurals e.g. girls’, boys’ and in words with irregular plurals e.g. children’s.

Use the first three or four letters of a word to check its spelling in a dictionary.

I can use the first three or four letters of a word to check its spelling in a dictionary.

Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

I can accurately write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

Use the diagonal and horizontal strokes that are needed to join letters, and understand which letters, when adjacent to one another, are best left unjoined.

I can use some of the diagonal and horizontal strokes I need to join letters, and know which letters, when they are next to one another, are best left unjoined.

Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don’t overlap.